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DEPARTMENT OF SUPERINTENDENCE, NATIONAL EDUCATION ASSOCIATION.

Meeting in Conjunction with Other Departments and Sections in Atlantic City, N. J., February 24 to March 3 Inclusive—Full Membership in Department to Be Confined Hereafter to Superintendents Exclusively—Abstracts of Some of the Addresses Delivered.

More than 6,000 persons attended the meetings of departments of the National Education Association in Atlantic City. The Department of Superintendence was the principal attraction and its meetings were considered the "general meetings"; but 55 other departments, sections, and "affiliated bodies" of the association made it convenient to hold their meetings in the same city and at about the same time. Several new associations of educational specialists were organized during the meeting and it was clearly their intention to meet with the Department of Superintendence hereafter.

The attendance was greater than that which has ordinarily marked the summer meetings of the association during recent years, and this was in spite of the fact that the meeting was held in the midst of the school term, when teachers and many supervising officers were unable to leave their posts.

Furthermore, the legislatures of the majority of the States are in session, and a number of school men, estimated at 3,000 by the secretary of the association, were required to remain in the State capitals on that account.

The significance of such attendance under such circumstances did not escape attention. The popularity of the spring meeting has increased remarkably, and it bids fair to increase still more. This is not the desire of the members of the Department of Superintendence, and they have indicated their view by the movement for "reorganization." It is not the desire of the officers of the association, and they have indicated their wish by ready acquiescence in the reorganization plan and by the pointed invitation to the affiliated organizations to meet with them in Des Moines in July.

The first of the general meetings was opened by former President E. U. Graff, superintendent of schools for Indianapolis, who explained that the illness of President Calvin N. Kendall made it impossible for him to be present. Mr. Graff introduced Vice President Ernest A. Smith of Evanston, Ill., who took charge of the meeting.

Immediately after the greetings and introductions were over the chairman read a letter from President Kendall written from his sick bed, urging the immediate reorganization of the

REORGANIZATION OF DEPARTMENT OF SUPERINTENDENCE.

Committee's Report, Adopted at Atlantic City—Financial Independence and Restricted Suffrage—Indefinite Term of Office for Secretary.

Your committee, appointed one year ago to determine upon and recommend a plan for the annual election of officers of the Department of Superintendence of the National Education Association, has assumed that the association commissioned its committee to consult, so far as possible, members of the association, make a careful analysis of the present status, in the light of which it might possibly discern whether the association is accomplishing the definite purpose for which it was organized, and to recommend that such immediate steps be taken as will most effectively assure the future permanence, usefulness, professional ideals, effective direction, and operation of this organization.

With these ends in view, your committee respectively submits the following report for your consideration.

Organization and Control.

Membership in the Department of Superintendence shall be defined to include State and county superintendents, superintendents of cities of 1,000 population or more, assistant superintendents, and all State and national officers of school administration, who are members of the National Education Association.

The Department of Superintendence shall provide its own system of financial support and shall be financially independent of the National Education Association.

Officers and Their Terms of Office.

The officers of the Department of Superintendence shall be a president, a first and second vice president, secretary, treasurer, and an executive committee consisting of four members. The president, vice president, and treasurer shall hold office for a period of one year from the date of election, including one full year's service in the promotion and operation of one meeting of the department.

IT IS TRUE that very few scale the heights of wisdom, though many start gaily on the journey, and that those who get any distance do so at the cost of toil, loss of breath, weariness, and giddiness; this, however, does not prove that there is anything inaccessible to the human intellect, but only that the steps are not well disposed, or are insufficient, dangerous, and in bad repair—in other words, that the method is complicated. It is an undoubted fact that any man can attain any height that he may desire by means of steps that are properly disposed, sufficient in number, solid and safe.—*Johann Amos Comenius.*

The secretary shall be elected by the president and executive committee for an indefinite period, subject to termination at the close of the February meeting of each year.

Members of the executive committee shall hold office for four years, one member retiring each year. At the first election, the member receiving the largest number of votes in the initial election shall serve for four years, and the others for three, two, and one years, respectively, according to the number of votes received.

The president shall be an ex officio member and chairman of the executive committee.

The executive committee shall be regarded as the administrative body of the department, subject to the call of the president, to supplement and assist him in the conduct of his office.

Election of Officers.

The procedure for the election of officers shall be as follows:

Nominations shall be made from the floor on the morning of the first day's session at a time previously agreed upon by the executive committee and announced in the printed program of the meeting.

The tickets issued by the secretary of the department to members of the association shall be provided with a detachable stub to be used as a ballot.

Two places for balloting shall be provided, one at the secretary's headquarters, the other at the entrance to the auditorium in which the general sessions are held.

The ballot boxes shall be open for voting from 11 a. m. until 6 p. m. on the third day of the meeting.

Those candidates receiving the highest number of votes for the respective offices shall be considered the choice of the association and declared elected.

The entire procedure of balloting shall be in charge of the executive committee and the secretary.

On Friday, at the regular business meeting, the president shall call for the report of the secretary, announcing the result of the ballots cast for the several officers of the association.

A. E. WINSHIP,
E. C. HARTWELL,
R. G. JONES,
J. W. SEXTON,
W. S. WEET.

Committee.

RESPONSE OF THE EXECUTIVE COMMITTEE.

The executive committee of the National Education Association has noted with approval the statement made by

Supt. R. G. Jones, in presenting the report on reorganization, that there was no thought on the part of the Department of Superintendence to separate from the parent organization. At the present time, while the National Education Association is arraying all forces in behalf of a national construction program of education, the unification of all education forces is vital. Any other action would be entirely illegal and consequently null and void.

Invited to Meet at Des Moines.

We recognize that it is entirely within the province of a department to define its own membership, as has been done at this convention. The National Education Association announces that all departments and sections will be amply provided for at the annual convention of the National Education Association in Des Moines, and it has issued an invitation to all departments, sections, and affiliated bodies to hold their programs as usual in connection with the National Education Association meeting.

SCHOOL DOLLS FOR TEACHING SENSIBLE DRESS.

Children Allowed to Take Dolls Home and Mothers Learn Through Them—Surprising Improvement Shown.

By ADELAIDE LAURA VAN DUZER,
Supervisor of Home Economics, Cleveland, Ohio.

[American Home Economics Association.]

The child regards her doll as a child like herself, susceptible to changes of weather or to bodily discomfort and capable of improvement in its personal appearance. The utilization of this feeling as a means of teaching sensible and tasteful dress for children is the basis of the doll-dressing project as tried out in our Cleveland schools.

The dolls are freely played with and taken home for overnight or a week end by any child who asks it. In this way the mothers are made acquainted with proper methods of dress and with good materials simply cut and trimmed. They may ask for patterns in children's sizes for use in their own homes, and these will be supplied by the school.

The older child is encouraged to make like garments for younger sisters in class as a later problem. As each garment is made its suitability is discussed, as well as its care and hygiene, and the pupil learns much more than the elementary processes of sewing. It is surprising to see the change in standards as shown by the pupils' own dress in classes where the project has been carried out.

MENTAL TESTS AND TEACHERS' ESTIMATES.

Tests and Estimates Coincide for About Half the Cases—Teachers Overestimate Inferiors.

By CHARLES FORDYCE, *Dean Teachers' College, University of Nebraska.*

[National Society of College Teachers of Education.]

At the beginning of the second semester of 1919-20 the Army alpha intelligence examination was given to 110 students in the Teachers' College High School in the University of Nebraska.

Scores Cover Wide Range.

The range of the scores in this test extended from the upper limit of 157 points to the lower limit of 33 points. The upper division, known as rank 1, includes the students making from 120 to 157 points. The group of pupils representing the middle 60 per cent are characterized as rank 2, with achievements extending from 83 to 119 points; and the lower division, representing rank 3, attained from 33 to 82 points. According to this ranking, 20 of the pupils fall into rank 1, or superiors; 68 into rank 2, or average students; and 22 into rank 3, or inferiors.

At the end of the semester the grades of the teachers were distributed upon a three-point scale. The upper division of the class making the highest grades, ranging from 90 to 96 per cent, were classified as superiors, or rank 1. The middle division of the class, who were of average scholarship, made grades from 70 to 89 per cent. These pupils were put in rank 2, or average. The lower division of the class making the lowest grades were put in rank 3, with grades ranging from 60 to 69 per cent.

Superiors Underestimated; Inferiors Overestimated.

The quality of school work as estimated by the teachers and the rank on the mental scale is identical for 59 pupils. In 19 cases the teachers underestimated the capacity of pupils who were ranked as average or superior by the mental tests, and in 32 cases the teachers overestimated the capacity of pupils ranked by the mental measure as average or inferior. This tendency among teachers to overestimate inferiors and underestimate the superiors is common.

Of the 22 pupils who were placed by the mental test in the inferior group last year, six have this semester dropped out, six are doing inferior work, and the remaining 10 in no case rank high in scholastic achievements.

REORGANIZATION OF SEVENTH, EIGHTH, AND NINTH GRADES.

Tendency Has Been to Keep Elementary and High Schools Apart—Radical Reorganization Needed—More Liberal Use of Social Science Materials—New Texts Desired—Further Reports Proposed.

Report of Committee of National Council of Education, CHARLES H. JUDD,
Chairman.

[Presented at Atlantic City, Feb. 26, 1921.]

The present form of organization of American elementary and high schools was established at a time when the total amount of schooling of the individual citizen was comparatively meager. The Commissioner of Education estimates that in 1840 the average schooling of American citizens amounted to only 208 days. In 1870 this had increased to 582 days, and now it is in the neighborhood of 1,200 days. These figures make it clear that more and more the children of the United States are continuing in school long enough to pass beyond the stage of rudimentary instruction.

Elementary Schools, Rudimentary; High Schools, Exclusive.

The organization of schools has not kept pace with the rapid change in the average schooling of pupils. There has been in many quarters a disposition to regard the elementary school as limited in its curriculum to rudimentary branches. Equally, often those in control of the high school have regarded the ninth grade as the beginning of a highly specialized form of education intended only for a selected group of students.

These tendencies to keep the elementary curriculum at a rudimentary level and to keep the high school exclusive have been powerfully reinforced by such facts as the following. The ordinary elementary school building is not constructed or equipped in such a way as to encourage the introduction of higher courses which require library and laboratory facilities. The teachers in the upper grades of elementary schools are usually, in training and interests, different from the teachers in the first year of the high school. Elementary principals look on the upper grades in their buildings as a source of prestige and as most important to the life of the school.

Elementary and High Schools Kept Apart.

In the aggregate we find, therefore, strong tendencies in the school to keep the elementary and high schools apart. On the other hand, we find in society at

large an increasing tendency to put all pupils through an ever-lengthening period of training.

Reorganization of Elementary Schools Needed.

Certain definite defects in the American educational system result from the conditions described. First, the lower school tolerates excessive repetition of rudimentary work because there is reluctance to introduce into the elementary curriculum subject matter which traditionally belongs exclusively to the upper school. Furthermore, the elementary school does not take responsibility, as it should, for guidance of its pupils in matters directly related to their individual plans for later life.

Some means should be devised to arouse superintendents, elementary-school principals, and teachers to the need of radical reorganization of the work in elementary schools. We recommend that the National Council arrange for a special program on this general problem. If the council approves, this committee will contribute to this program through its own investigations at least two reports, one on present repetitions in elementary curricula and one on new subject matter suitable to the curriculum of the seventh and eighth grades. It is recommended that in addition to these reports, which the committee can now guarantee, the committee be further authorized to prepare or secure a report on the junior high-school building and one on readjusting the administration of the elementary school so as to make its basal program one of less than eight years.

Include Ninth Grade in Reconstruction.

In order to bring out fully the needs of reorganization and to furnish the arguments which will break down present-day conservatism in the high school, it is further recommended that a report be authorized at the time of this special program on the reconstruction of the ninth grade.

It is further recommended that this special program be announced as widely

as possible as an opportunity for full discussion by school officers, and that following the program a statement of principles be formulated and given wide publicity.

Should Teach Relations to Society.

The present committee further submits as its conviction the statement that the general direction in which the enriched elementary program should move is toward the liberal use of social science materials. Pupils of the age of 12 years and more are in the stage of physical and mental development when it is highly important that they should be led to a broad and intelligent conception of their relations to society. The seventh grade and later grades should be employed for the purposes of self-conscious adjustment.

There is a lack of suitable materials of instruction for the period described in the foregoing paragraph. There is also a lack of suitable methods of dealing with pupils in the early adolescent period. It is recommended that the National Council organize two special committees to succeed the present committee, to deal with the problems thus suggested and to devise ways and means of collecting and distributing materials needed in the schools.

Should Create New Materials.

These committees would serve a double purpose. They would foster a positive movement of creation of new material and they would counteract a serious danger. The danger arises from the fact that many schools at the present time, in their enthusiasm for enlargement of the curriculum, are carrying back into lower grades without adequate rearrangement material which was prepared for upper grades. For example, algebra of the type used for the ninth grade is attempted in the eighth grade, and sometimes even in the seventh. It should be the duty of the committee proposed to show how material originally used in the upper school must be reworked in order to make it suitable for the lower schools.

By way of summary, this report recommends a special program of the council on reconstruction with a view to getting the matter fully discussed. It recommends the organization of two special committees to succeed itself after it has executed the above recommended program. These two committees are to have as their purposes the preparation of materials and methods necessary to make reconstruction permanent.

A National Association of Teachers' Councils was organized at Atlantic City. William J. McAuliffe was chosen president.

RURAL DEMOCRACY THROUGH EFFICIENT ADMINISTRATION.

Improvement of Teachers in Service is Pressing Problem—Good Administrative Ability Required.

By ALBERT S. COOK, *State Superintendent of Schools for Maryland.*

[Department of Rural Education.]

In view of the small percentage of trained teachers in rural schools at present and of the meager available supply in the near future, improving teachers in service is the most pressing administrative problem for State and county school systems.

Competent supervision is the best known method for improving the quality of teaching, both before and after the teacher enters the service. Supervision is a teacher-training proposition; even normal schools and teacher-training schools base their practice-school work on that principle.

Chief Duty to Improve Teaching.

The supervisor's chief function is to improve the quality of teaching. This involves a very broad and thorough knowledge of subject matter and method.

The means of supervision are the various types of teachers' meetings, the course of study, conferences with individual teachers, visiting schools in and out of the system, observation lessons and critiques, etc.; the extent of teacher participation in these activities is the final test of supervisory efficiency.

The superintendent's chief duty in relation to the supervisor is to see that the conditions are right for the supervisor to do her best work. This involves first-class administrative and executive ability as well as a thorough knowledge of educational principles, methods, and aims.

The superintendent and supervisor working together should determine methods and aims in the large. The supervisor should then be held responsible and be given a free hand in working out the details of subject matter and method to accomplish these aims.

Should Decide All Administrative Matters.

All administrative matters concerning teachers' meetings and the organization of the various supervisory activities should be referred to the superintendent and have his approval. These matters should be worked out jointly by the supervisor and the superintendent. When a general policy has been decided upon no change in that policy should be made by the supervisor without consultation with

the superintendent, but all activities falling under that policy should be left with the supervisor to carry out with only occasional consultation with the superintendent.

It is the superintendent's function to know the attitude of the principals and teachers in reference to all of the supervisory activities, and to consult with the supervisor in working out these activities, so that there may be as little friction as possible. The superintendent, however, must stand firm for supervision as an absolute necessity for improving the quality of teaching and for professional progress in the teaching corps. With this attitude on the part of the superintendent thoroughly established, modifications in the supervisory plans can be made from time to time to meet, so far as possible, fair criticisms on the part of a teaching corps.

Superintendent Should Take Definite Assignments.

The superintendent, for his own professional growth and for maintaining a proper professional standing with his teachers and with the public, should share in supervision by taking a definite assignment, and should handle this assignment so as to set the pace for supervisory activities in his county. Unless a superintendent has had experience in this sort of educational leadership, he is not in a position to direct the professional activities of his supervisor or supervisors; his job becomes that of a business manager for which a salary considerably less than that required to secure real educational leadership is adequate. This statement applies with equal force to a State superintendent and to his professional assistants.

Many Teachers Become Leaders.

In a school system under professional leadership of the quality and character implied in the foregoing theses, many of the principals and teachers themselves become leaders. They receive recognition either by promotion to positions of greater responsibility or by the professional satisfaction that comes to them by reason of their position of leadership.

They take the initiative in developing, expanding, and revising courses of study; in developing school practices and classroom procedure to conform with the best in educational experiment and research; in promulgating throughout the teaching corps ideals of professional growth and progress. In brief, such a school system as a whole—pupils, teachers, supervisors, and administrators—becomes a unit not only consciously striving to realize the aims of education in a democracy but also automatically carrying the finest type of genuine democracy in education.

TRAINING WOMEN FOR FACTORY WORK.

Instructors Are Factory Women With Teaching Ability and Trained Teachers Who Have Learned Factory Work.

By LOUISE MOORE, *Employment Service Manager Dutchess Manufacturing Co., Poughkeepsie, N. Y.*

[National Society for Vocational Education.]

Systematic training in a separate department enables us to analyze our methods of teaching and to select and follow the one best method of work. We are also able to eliminate undesirable workers before they get into a production department.

The cost of training is always high, but it is no higher in a separate training department than it used to be when new workers were put directly in production and allowed to shift mostly for themselves.

We have met the problem of finding and training teachers partly by taking women skilled in our industry who possessed teaching ability, and partly by taking trained teachers and acquainting them with our industry. Both kinds of teachers are desirable.

Learning by Producing.

One problem peculiar to industrial training departments is the difficulty of getting work from learners without crippling the production department. We believe learners should be taught on actual product, and we have finally concluded that the training department should be a self-contained department able to produce complete product. We are also coming to feel that the training department, to be most effective, must be a reservoir of trained workers. Skilled operators can not be taught in less than one or two months, and vacancies can not be filled by training a worker when the need for her becomes acute.

We hope to cooperate with the continuation school in our city in order that the preliminary steps in machine operating may be taught as part of the educational work. It will be necessary for the public-school authorities to acquaint themselves with the needs of our industry as well as the needs of all the needle industries in the vicinity. At present such intimate knowledge is not possessed by public-school authorities.

Two teachers in each county of New Mexico are allowed \$300 each toward their expenses for a year's training in either the State Normal School or the State University.

ONE CITY'S ACHIEVEMENTS IN AMERICANIZATION.

Definite and Consistent Policy is Required, Not Alternate Apathy and Hysteria.

By FRANK CODY, *Superintendent of Schools, Detroit, Mich.*

[Department of Superintendence.]

Americanism is just a plain attempt to apply to government the second of the two great commandments, which is expressed, in the vernacular of this dynamic age, as "the square deal." That is what we have to teach the foreigner, and all the rest hinges upon it. Americanism means "a square deal."

Nothing has been more clearly demonstrated than that there is a limit to our national powers of assimilation during any given period. It should be determined from year to year or from month to month, not by guesswork but by continuous scientific study by a permanent immigration commission similar in character to our Interstate Commerce Commission. Legislation regulating the volume of immigration, as well as legislation dealing with any other of the many domestic and international phases of the question, should be based on the findings of this commission. What we need in this problem, first of all, is a policy, an intelligent, scientific policy, and we must get away from our present method of alternate apathy and hysteria.

The need for Americanization and the machinery for it will continue to be vital to our Commonwealth, not only until every foreign-born resident is a good citizen but until every native American and Mayflower descendant is a good citizen as well.

I think the Americanization of the American is more vital than the Americanization of the alien, important as that is. The standard of our native citizenship is, and must continue to be, the basis and measurement of the citizenship we expect our aliens to aspire to.

If practical experience demonstrates one thing, it is that Americanization of the first generation of immigrants is usually a gradual, often a slow, process, sometimes never completely accomplished; but the Americanization of future generations under an intelligent program is as inevitable as the growth of fruit under the summer sun.

If we have been progressing, I lay it to these features of our policy: A trained teaching force, a standard method and course, large attractive buildings, and willingness to extend facilities where necessary.

Our system is capable of ready expansion to meet any call made upon it. That its facilities will continue to be more and more widely used is our constant aim. A heavy attendance at evening schools is a healthful indication in a community, and efforts to bring it about should receive the active backing of every citizen, from the mayor of the city to the foreman in the shops.

CHILDREN'S FOOD GARDENS IN BURLINGTON, VT.

Large Quantities of Vegetables Produced—Work of Material Benefit and of Educational Value.

By GEORGIA P. DEVINE, *Supervisor of School Gardens, Burlington, Vt.*

[School Garden Association of America.]

Six hundred and sixty children, ranging from the fourth grade through the junior high school, cultivated 24 acres of land successfully as school gardens in Burlington, Vt., during 1917, 1918, and 1919.

Boys of the fourth, fifth, and sixth grades each planted, cared for, and dug four rows of potatoes 100 feet long. Boys from the junior high school had eight rows of potatoes of the same length, and, in addition, a choice of pea beans, winter squash, or cabbage.

The girls raised all the common truck garden vegetables, the variety and size of each plot depending upon the age and experience of the child.

Hot beds, constructed by the manual training department, were used to start tomato, cabbage, and cauliflower plants. Each season 3,000 tomato plants were transplanted into 3-inch paper pots, to be set out later in the open garden.

Each child gave at least a half day a week during the summer vacation to the care of his plot. School time was allowed for planting and fall harvesting.

During a single season, 2,000 bushels of potatoes, 11 tons of Hubbard squash, and 30 bushels of pea beans were grown by the boys. The girls furnished a supply of fresh vegetables twice a week for home use during the summer and early fall, besides having beets, carrots, cabbage, and turnips to store for the winter. The older girls had a surplus of corn, cucumbers, tomatoes, and shell beans, which was canned or sold.

One-fourth of the potatoes, beans, and squash raised by the boys was taken and sold to help defray expenses. Small amounts from the girls' gardens were sold in the local markets to cover the cost of seeds and fertilizer.

PSYCHOLOGICAL TESTS IN THE INDUSTRIES.

Mental Tests Are Supplanting Haphazard and Unscientific Methods of Selecting Workers for Jobs.

By MORRIS S. VITELES, *Instructor in Psychology, University of Pennsylvania.*

[National Vocational Guidance Association.]

There are two aspects to job selection—choosing a worker to fill a particular job and choosing the most suitable job for a prospective worker. Industry is primarily interested in getting the worker for the job.

Psychological tests are replacing in industry the haphazard methods of choice in which the only measure of the applicant's fitness, outside of previous experience, is the judgment of the foreman or the employment manager on the basis of mere observation.

Sometimes those who make the selection use such additional criteria as the concavity or convexity of the applicant's face, the shape of the head, the length of the fingers, and any number of other standards which pseudoscientists are recommending to industrial executives. The readiness of industry to employ these methods is an indication of the need which is felt for some more definite criterion of selection than that of mere observation.

Psychological and trade tests provide definite standards—the former for inexperienced workers, the latter for experienced workers. The psychological test, as well as the trade test, gives the applicant something to do, and that which he does involves in its performance the same abilities which the worker needs to attain proficiency on the job for which he is applying. Psychological tests are used for jobs as diverse as machine hand and department head and include the whole range of commercial and manufacturing occupations.

One factor in vocational guidance should be the boy's competency for the occupation which he seeks or is advised to enter. The possession or absence of such competency can be determined by the use of the same tests which are being used by industry to select workers.

The test is only one of the factors in guidance. It is combined with the boy's health, his desires, temperament, and other conditions to determine final choice of an occupation. It can be used, however, in place of the harsher method of trial and failure, to weed out those who are definitely incompetent to attain proficiency in vocations which otherwise seem suitable.

BETTER TEACHING — HOW TO GET IT.

Classification Must Be Intelligent—Teachers Must Uphold Profession—Public Education Implies Social Partnership.

By MRS. SUSAN M. DORSEY, *Superintendent City Schools, Los Angeles, Calif.*
[Department of Superintendence.]

As one means of improving instruction we urge a more intelligent grouping of children according to their intellectual capabilities so that instruction may be adapted to their varying degrees of intelligence. By referring to age-grade tables it is found that 33½ per cent of the children in the public schools are one year or more behind grade. When we eliminate the 2 or 3 per cent that are actually feeble-minded, there still remain the 30 per cent who could very well get back to grade if they could be given attention according to their needs.

The instruction for these overage children must be such as to insure on the part of the children sustained effort, self-help, and self-measurement. Nothing improves teaching more than the stimulus of seeing constant, measureable progress in children who have been regarded as hopeless, and the consciousness on the part of the child of steady progress gives the wings of hope to his efforts.

To secure better teaching it is suggested that vocational guidance be applied to the vocation of teaching so that those of good intelligence and good character may be directed into the profession. Teachers must believe in the profession themselves, must stop their dolorous talk about its hardships, its penury, its limitations, and must see with the clear vision of those who love the work and believe in its regenerating destinies, the road that leads to supreme service, highest satisfaction, and most helpful accomplishment. They must themselves invite the best of those whom they teach to enter a vocation second to none in opportunity and which

offers lives of contentment, of service, and achievement.

Better teaching can be secured by a better understanding on the part of departments of education of the instructional needs of the public schools. It must be understood that university methods, attitudes, and even standards can not be carried into the teaching of boys and girls, and that more emphasis must be placed upon the development of children than upon the development of subject matter.

The teacher training given must be such as takes cognizance of the way men actually live and which has a prevision of a better way—not less of classics or science or literature or art but more of a human understanding of the heart of the young, beset with hard home conditions or imperiled by overindulgent parents, or enthralled by social temptations, or galled by poverty, or humiliated by the consciousness of inferior capacity.

Public Education Implies Social Partnership.

To have better teaching in the public schools there must be a better understanding of the aim of all teaching. The young must be made to realize that public education implies a social partnership, precludes the selfish individualism of the exclusive, and imposes inescapable social and civic obligations upon the recipients thereof.

Herein lies the most important essential of training of teachers for public-school service. There is little use for undefined, aimless teaching of ideals of democracy, social service, and patriotism. There is great need that these ideals be crystallized into a body of teaching material which shall clearly define the underlying principles of the American people. The place which the public school holds in the general scheme of this experiment, how far the public school up to this time has realized its duty and possibility in this general scheme, and what is the next step in order to achieve a fuller realization of the particular service to be rendered by this American institution are matters of first importance in teacher training.

A new type of teaching and teacher must be produced—the teacher trained first of all to regard his work as an individual, unrelated task, not as a group task in a single school, but as a part of a great national program designed to interpret for the whole people through specific instruction given in the public schools the significance, the accomplishments, the possibilities, the necessities of our particular nationalism; and to create in the young such dispositions and attitudes as will make them fit to live in a land such as ours and apt for its service.

BETTER SPEECH FOR BETTER AMERICANS.

Three Considerations Involved: Pure English, Refined Diction, and Effective Use of Voice.

By SUSAN B. DAVIS, *State Normal College, Kent, Ohio.*

[National Society for the Study and Correction of Speech Disorder.]

Fifty-two different tongues were spoken by the various peoples who passed through Ellis Isle during the year 1920. Our language by this linguistic influx is submitted to the same leveling process to which a child's language is submitted when he leaves home and goes forth to meet the influences of speech as it prevails in playgrounds, stores, business, etc.

A child is thus exposed to all the common things of democracy, and some of these have a tendency to reduce all to a common level, "which in terms of speech in our country to-day means that he is made careless and for the most part uncouth. As it is true that any neighborhood displays the speech habits of those at the lower level" so a Nation being recast as ours is will inevitably suffer by a similar leveling process unless it maintains its own standards by herculean efforts.

The problem of "better speech for better Americans" involves three considerations: (1) The use of pure English; (2) clear-cut and refined diction; (3) the effective use of the voice.

Corrective work in diction must be centered about (1) those who through ignorance or sheer laziness fail to make adequate use of the marvelous speech apparatus that God has given them, and (2) those who, by birth or accident, are incapable of excellence in speech.

The average American is lip lazy. He is ignorant or indifferent to the fundamentals of his language. There are one-half million speech defectives in the United States. Both these classes must be taken care of by our public schools and special sources of instruction.

As the individual reveals his inner nature through his voice, so the nation proclaims the life, the mental and emotional habits concealed within its being. When we insist upon the acceptance of our speech by other nationalities, we are insisting upon the acceptance of the American voice.

More leisure, more knowledge, the study and practice of the social graces, keener appreciation of all the finer things of life, are necessary in American life before the American voice will be worthy of imitation.

I BELIEVE in the free public training of both the hands and the mind of every child born of woman.

I believe that by the right training of men we add to the wealth of the world. All wealth is the creation of man, and he creates it only in proportion to the trained uses of the community; and the more men we train the more wealth everyone may create.—*Walter Hines Page.*

FUTURE POLICIES AND PROGRAMS OF AMERICAN EDUCATION.

Development and Expansion of Past 40 Years—School Codes Must Be Redrafted to Reflect New Educational Notions—Rural Schools Must Be Improved and Professional Standards Raised.

By HENRY SNYDER, *Superintendent of City Schools, Jersey City, N. J.*

[Abstract of paper read before the Department of Superintendence, National Education Association, Atlantic City.]

The past 40 years have witnessed greater development, expansion, and extension of educational systems than the preceding centuries of educational effort. In believing this we can not claim that the improvements made are more valuable or more important than those which preceded, for they are necessary consequences and must be regarded, so far as they can be so regarded at the present time, as the opening of the flower and the ripening of the fruit of seed planted during centuries of struggle for educational progress.

We have seen a reversal in the attitude of the teacher to the pupil, in the character of the control exercised, and in the notion of the purpose of the instruction given. Compulsory attendance laws, not in all cases satisfactory, it is true, have been enacted by the States and by the Nation. Juvenile courts, separate from the criminal courts, and parental schools, instead of prisons, have been established for juvenile offenders. Plans for more flexible grading and more logical classification of pupils have been adopted, and the need of regrouping the grades of the school has been established. The subjects of study in the elementary schools have been simplified by elimination and correlation and courses of instruction are varied and adapted to suit the needs of pupils. Reliable tests for the accurate measurement of scholastic attainment and of intelligence have been formulated. Increased emphasis has been placed on the professional training of teachers and on the opportunities and facilities for giving it. The protection of the health of children has been provided for by improved buildings, systematic physical training, medical inspection, and playgrounds. Special classes have been established for the training of children who are delinquent, backward, anemic, defective physically or mentally, or exceptionally gifted. The development and expansion of the high school, with its many optional courses, has been phenomenal. A new field of education has

been opened by the organization of vocational education and trade schools, and the period of instruction for those who leave the regular schools has been extended by the establishment of continuation schools. School age has been extended. At one end of the scale it has been reduced to include the kindergarten age, at the other it has been increased to encourage the attendance of adults of any age. Evening schools, courses of evening lectures, and special schools of different kinds have been multiplied, and the education of adults emphasized. Special attention has been given to those of foreign birth and to illiterates. The organization of community centers has made the schools more useful to the people. Universities have given their valuable assistance to furthering the progress of education by the establishment of departments or schools of education.

Improvements in Devices Used in Teaching.

The time allowed me permits me only to mention, among the great improvements and devices used in teaching, the extension of visual instruction, which is bound to be made readily available to the schools, and will undoubtedly be of incalculable value to them, and vocational guidance or direction, which connects the scientific study and analysis of the pupil's attainments and mental and physical potentialities with his future career, and will be regarded as a necessary function in fulfilling all the aims of education. State school legislative codes must be redrafted in order to reflect more accurately the newer and more comprehensive educational notions, to combine school districts, and thus to increase the unit of administration, to improve all the schools, particularly those in rural sections, to improve the professional status of the teacher, to increase his qualifications to elevate the standard of professional training and make it more easily obtainable, to include the policy of giving him permanent tenure, to provide greatly increased remuneration so that it will not be possible to classify him with those who are most poorly paid, to increase school revenues, and devise effective methods of raising them, to provide adequate means for enforcing parental responsibility effectively, and for securing parental cooperation, and to secure the harmony and cooperation of all governmental agencies affecting the welfare of children, and the education of both children and adults, much of whose time is now wasted and much of whose work is rendered valueless or harmful by duplication or conflict of authority.

Consequences of Important Events.

In considering changes in education we must consider the consequences of events of national importance. Disarmament and general world peace, while not yet accomplished, must eventually come. With these will finally disappear the demand for special training for war in our schools and colleges, and our courses of instruction must reflect our new relationship with other countries. As the prohibition of the liquor traffic becomes effective, the immediate results ought to be the disappearance of the parent who through drink, is neglectful of his children, the reestablishment of parental authority, the closer cooperation of the family with the school, and many other obvious reactions favorable to the cause of education. Both accomplishments will release for educational purposes countless funds which are now used either to destroy the products of education or to repair the damage done by disregarding it. Universal woman suffrage means more than voting. It means that women hereafter will participate in governmental affairs as much as men, and that instruction in civic matters must be made to appeal to them equally strongly. Next to the child, the schools concern the mother most directly. We may confidently expect that the advancement of education will reflect women's influence.

EVERY child delinquent in body, education, or character is a charge upon the community. The Nation as a whole has the obligation of such measures toward its children as a whole as will yield to them an equal opportunity at their start in life. If we could grapple with the whole child situation for one generation, our public health, our economic efficiency, the moral character, sanity, and stability of our people would advance three generations in one.

Herbert Hoover.

SCHOOL LIFE

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Editor, JAMES C. BOYKIN.

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THE "REORGANIZATION" IN ATLANTIC CITY.

Reorganization of the Department of Superintendence is the outstanding result of the Atlantic City meeting. Yet it was not reorganization that was desired so much as reversion—reversion to the conditions of a full generation ago.

In those days the Department of Superintendence was easily accommodated in the assembly room of any high-school building. It could meet, and did meet, in any city they chose, without considering the question of accommodations.

The discussions were on a very high plane, for the moving spirits included such men as E. E. Higbee, A. S. Draper, J. W. Dickinson, John Hancock, D. L. Kieble, among the state superintendents, and E. E. White, George Howland, W. T. Harris, J. L. Pickard, Duane Doty, W. H. Maxwell, Edwin P. Seaver, Thomas M. Ballet, J. M. Greenwood, A. P. Marble, among the city superintendents.

The developments which have come since that time were inevitable in view of the character of those meetings. The superintendents as a class were then, as they are now, the ablest men in the public school profession. Their meetings, held apart from the hubbub of the general association, bore an air of exclusiveness and of "class" that the great congregations of the summer could never attain.

Certain occurrences that related to the control of the association increased the attractiveness of the spring meetings in the view of many able school men who were not of the coterie of superintendents.

More and more they identified themselves with the gatherings of the superintendents, and they were welcomed. It is easy to recall the names of many men long prominent in the proceedings of the department who never held a supervisory office.

So advantageous do the spring meetings appear that not only the National Council and the normal-school men, but many other of the departments of the association have latterly met with the Department of Superintendence. It has developed in the past few years that the spring meetings have assumed all the aspects which have long characterized the summer meetings. Department and section meetings are held in small assembly rooms in the convention city, but the principal attraction is the general meeting, which in this case means, of course, that of the Department of Superintendence.

Inasmuch as every member of the National Education Association is ipso facto a member of all its departments, any feeling of proprietorship which the superintendents might have had in the meetings of their own department was practically lost.

Approximately 6,000 members of the National Education Association were registered at the recent meeting in Atlantic City. How many of these were bona fide superintendents, eligible to vote under the new rules for officers of the department, does not appear, for no such distinction is made in the official records. An informal count made early in the progress of the meeting, however, showed that of about 4,000 then registered, only 896 would come within the new definition of eligibles. The outsiders were more than 3 to 1.

Through their own hospitality and because of their own recognized ability and of the value of their expressions, the superintendents have been crowded in their own habitation, even if they are not crowded out of it.

MEXICAN STUDENTS FOR AMERICAN COLLEGES.

Promotion of friendly commercial relations between the United States and Mexico through the interchange of scholarships is advocated by a special committee of the American Chamber of Commerce of Mexico City.

Mr. Will A. Peairs, a member of the committee, is now in the United States actively engaged in an effort to place Mexican youths in schools in this country, and to interest manufacturers in supplying these young men with work, with a view to giving them practical knowledge, with their theoretical work in the

schools. Mr. Peairs believes that giving such young men, who are to be carefully picked for the work by the Mexican authorities, an American education, a knowledge of American ideals and methods, and then sending them back to their own country, would result in a large increase in business for the United States.

THAT THE GREAT WORLD

War will be followed by years of agitation and change in which all institutions of government, including our own, will be tried and tested severely, is already evident from what is now taking place both in Europe and in America.

Intelligent democracy is the only protection against reaction toward autocracy on the one side, and class rule, disintegration, and anarchy on the other.

Our American democracy, the hope of the world, demands universal education of the best type—education of all for freedom, initiative, self-restraint, cooperation, and obedience to law. In this education the kindergarten has a very important place. Its spirit is that of democracy, and tends toward freedom, initiative, self-restraint, cooperation, and obedience to law.

It is significant that the kindergarten did not receive governmental approval in Germany, because of this very fact of its spirit of democracy, and that Froebel looked to America for the attainment of his ideals in education.

For all our young children, both of native-born and of foreign-born parentage, and especially for the latter, kindergarten schools should be provided, either by public or by private support. Our millions of children of kindergarten age should no longer be deprived of the training which the kindergarten gives in industry, loyalty, patriotism, and the social virtues which are so essential in our political, social, and industrial democracy.

I should like to urge upon all school officers and all citizens who are interested in the welfare of the people and in the permanency and fullest development of our democracy to use their influence for the establishment and maintenance of kindergartens for all children.—

P. P. Claxton, Commissioner.

UNIVERSITY EXTENSION AND COMMUNITY CEN- TERS.

**Task of University Extension as Broad
as Commonwealth's Needs—Centers
Can Utilize Services.**

By W. S. BITTNER, *Associate Director
Indiana University, Extension Division.*
[Community Center Section.]

University extension endeavors to meet community needs; it is not alone a device to carry instruction to students. Public health, good citizenship, wholesome recreation, civic improvement are community needs which must be met; they are the concern of university extension. These needs, among others, are the concern, too, of the community center. It follows naturally that the extension divisions of the State universities contribute directly to both the organization of community centers and to the richness of their activities.

It is the function of university extension to disseminate knowledge and "to close the gap between the man who knows and the man who does."

In addition, a great institution of learning and culture possesses resources potentially as varied as the name "university" implies—all science and art are its province. So the task of university extension may be as broad as the needs of the Commonwealth; it may include any effort the people demand, from instruction in civics to assistance in organizing leisure, from expert advice on mining coal to direction of social legislation, from demonstration of public-health services to collection and distribution of plays for amateur production or the circulating of musical companies and the organization of community singing and pageantry.

Just such a broad field is the field of the community center, and when university extension seeks to meet the varied demands of the people of the State it does so most effectively through local organizations which have a varied program or a broad principle of service.

Extension divisions offer to the State varied kinds of services, such as suggestion and material assistance in the organization and development of community centers, parent-teacher clubs, and similar organizations; special assistance in investigation and study of community problems, such as child welfare, citizenship, marketing, selection of materials, package libraries and references for public discussion for civic societies, high schools, and women's clubs; organization of campaigns and demonstrations in public health, physical training, supervised play and recreation, municipal improvement; clear-

ing-house service in providing university and other lectures and speakers for public meetings; provision of lantern slides, motion pictures, phonograph records, and exhibits for community purposes.

The weakest and poorest community center association, as well as the most ambitious and successful one, can find use for these and other services, any one or all of them, whether it be an academic correspondence course for one of the leaders of the center, a phonograph record for a class in folk dancing, or a budget exhibit for the municipality. The universities give aid to community centers; they should give direct and persistent energy to the task of organizing and developing them everywhere.

PROFESSIONAL ASPECTS OF COMMUNITY ORGANIZATION.

**Modern Chamber of Commerce is an
Organization of Broad Activities—
Secretary Must Be a Leader.**

By HAROLD S. BUTTENHEIM, *president
American City Bureau.*
[Community Center Section.]

In many American cities during the decade just ended, there was a job which became a profession. The job was that of secretary of an old-time board of trade; the profession is that of manager of a modern civic commercial organization which is usually called a chamber of commerce. The name "chamber of commerce" is utterly inadequate as applied to the higher and broader activities of this new force in civic advances; but what matters the name if the group which it designates is functioning efficiently in the public interest?

The scientific applications of the principles of community leadership has reached its highest development in the work of the modern chamber of commerce. The man who is manager (or secretary) is the guiding genius of such an organization, must be both a teacher and a leader. He can not attain a high degree of success unless he combines the best of training in the social sciences with a high degree of executive ability.

During the third decade of the twentieth century, community leadership will challenge all other professions as a life work for men of vision and virility. The inspiration of this new profession comes not merely from the physical development of cities, important though that is recognized to be, but from ability to raise the standard and increase the sum of human happiness through organization of the human forces, vital factors in all community advance.

IMPROVEMENT OF VILLAGE PUBLIC SCHOOLS.

**Inhabitants Must Realize That Village
is Dependent Upon Surrounding
Farms, Not Upon Any City.**

By W. S. DEFFENBAUGH, *United States
Bureau of Education.*

[Department of Rural Education.]

Village school improvement or village improvement of any other kind will take place only when the villager learns that the village is not a city and probably never will be one, that its existence and prosperity depend in no way upon any city but upon the farming population trading at the village, that it is only an outgrowth of the needs of a rural community and that it must work for and with the community of which it is a part.

As soon as these facts are recognized both by the villager and the farmer better village schools will be possible. They will then become what we may term village community schools, offering courses of study related to farm life and to the simple arts, crafts, and trades of the village. To know things at home is to know the world, so courses of study based upon village community life would prepare country children to live fully and completely not only in their own community but in any other community.

Agriculture may be taught in a practical way in almost any village school. Ground suitable for demonstration purposes may be had in or near almost every village. Boys living on farms may, by means of home projects, apply the principles of agriculture learned in the class room and on the school demonstration plat. Science teaching may have rural application. Practical application of chemistry in an analysis of soils is possible. Botany may also be given a practical application in the study of the useful and useless plants of the region and of the best way of eradicating the noxious ones.

Then there is home gardening directed by the school. In many villages there are unsightly back yards and vacant lots that could be made attractive and productive if they were planted into gardens. It is true that many children living in villages cultivate gardens at home, but their efforts are undirected. If the work were supervised by the schools, many correlations of gardening with arithmetic, language, drawing, manual training, cooking, nature study, and other subjects would be possible. Manual training may be related to the simple crafts and trades and home economics to the home life of the village community.

PART-TIME SCHOOL AND VOCATIONAL EFFICIENCY.

Dominant Purpose of Part-Time School Is Education for Citizenship—Obstacles That Were Overcome.

By WESLEY A. O'LEARY, *Assistant Commissioner of Education for New Jersey.*
[National Society for Vocational Education.]

Our part-time school law went into operation last September. We are still struggling with the problems of existence. Every city in the State is behind in its building program. Where shall we house these classes? School equipment of all kinds is prohibitively expensive. How shall we get even seats and desks? The teacher supply is at low ebb. Where can we get instructors even to hold the classes together? These are the physical difficulties of organization which have seemed insurmountable, but to their everlasting credit the school men and the school women of the State have overcome these obstacles and the schools are in operation.

Many persons undoubtedly think that the chief aim of the part-time school is to give specific training for industrial occupations. But I wish to say at the outset that I believe the dominant purpose of the part-time school should be to educate boys and girls for citizenship in all that term implies. It should also help them to realize the fullest possible measure of self-development as men and women. Neither of these aims excludes the possibility of training for industrial efficiency, however, as some recent writers would have us believe.

With one eye on these youngsters, let us glance at some of the obvious causes of the inefficiency of the worker in industry. These we can group under four heads: (1) Labor turnover, (2) monotonous and enervating employment, (3) low standards of living and of health, and (4) lack of vocational training. This classification is neither exact nor exhaustive. It can not pretend to be scientific but it will serve as a rough outline for what follows.

Excessive Shifting Causes Inefficiency.

One of the most prolific causes of industrial inefficiency is the excessive shifting of labor. Many studies of labor turnover in industrial plants have been made during the past five or six years. While it appears that no one can say with certainty what the turnover is for any large area, various investigations show that in some typical plants it runs anywhere from 20 to 300 per cent per year. The records for junior workers, especially the 14 to 16 year old group, show even a higher per cent.

The shifting of employment in the case of a young wage earner may not be altogether a bad thing. It often indicates a spirit of enterprise and initiative that should be encouraged under guidance. In most plants it is the only way a youngster can broaden his experience and increase his future earning capacity. The department of research in the Cincinnati schools reports that investigations based on statistical studies over a period of nine years show that the boy engaged in a low-grade occupation who changes his job three times a year has a higher earning capacity at the end of the year than the boy who makes no change. On the other hand, the boy who changes six times has a smaller earning capacity than the one who sticks to his job for a year.

It can not be doubted, however, that the effect of excessive shifting upon the majority of young wage earners is bad. It begets habits of restlessness and idleness and deprives the worker of the opportunity to acquire even the limited technical knowledge and skill required for the effective performance of his job. The youngster who grows up in industry under these conditions stands small chance of developing into an intelligent, responsible, and self-respecting workman.

Highly Specialized Processes are Hurtful.

A second cause of inefficiency of the worker is prolonged employment in automatic-machine occupation. It is well known that young people between the ages of 14 and 16 in industry are employed almost exclusively upon this kind of work. It is coming to be recognized that continued employment upon highly specialized factory processes results in mental stagnation and repression if not actual deterioration. Workers in such occupations tend to become a drag upon industry and a liability for society. As a source from which to recruit the highly skilled and intelligent workers they are most unpromising. Men who work for a long time at a highly specialized job become restless. When employers have attempted to train such men for more skilled occupations it has been found in some instances that they will not remain long enough to complete the training required for promotion.

Low standards of living and of health may be set down as the third reason for the inefficiency of workers in industry. Poor physical condition of the worker may be due to causes in the industry itself, to his own ignorance of the simplest laws of hygiene, or to a low standard of comfort in the home.

The peculiar industrial hazards under which he works as well as poor sanitation in the plant are beyond the individual's control and demand education

of the employer and better protective legislation. Aside from this the worker is too often a victim of ignorance—his own and that of the woman who runs his house. The standard of comfort in the home as a factor in determining the efficiency of the work depends largely on the proper selection and preparation of food. To improper, rather than insufficient, food is directly traceable many cases of undernourishment, with resulting sickness, lowered vitality, and consequent loss to the industry and the worker. The adolescent in industry suffers especially from these conditions.

It is unnecessary to say to any member of this society that another principal cause of inefficiency in industry is the lack of vocational training. For 15 years or more vocational education has been agitated and promoted until it has become a subject of national legislation accepted by every State in the Union. As a result of these efforts we have developed the all-day and the evening vocational schools. The limitations of the all-day school as a means of providing specific vocational training are evident. Only a few standard trades are yet represented in these schools. Increase in the number of occupations for which they can give instruction is limited by the prohibitive cost of highly specialized equipment and by the difficulty of making instruction real.

Dependence Largely on Part-Time Schools.

The limitations of the evening schools are too well known to need repetition here. While we need more day schools and more evening classes of the best type, it is becoming increasingly clear that the development of effective vocational education on any comprehensive scale must depend in large measure upon the part-time school. And this in no wise affects the fundamental purpose of the part-time school—namely, the development of character and good citizenship.

Whatever may be the limitations of the part-time school with respect to vocational training, it is evident that we can not go far until the school and industry together have learned how to uncover the educational resources of industry and utilize them for the benefit of the worker. This will require more knowledge than we now have as to the possibilities of apprenticeship in various industries; more information as to promotional possibilities; more exact specifications as to the mental qualifications and the training required for successful service in many occupations; a fuller appreciation on the part of the employer as to the value of education and a better understanding on the part of both the manufacturer and the school as to how to educate most effectively for industry.

WHAT SEATTLE SCHOOLS ARE DOING.

Ideals and Accomplishments of a Modern School System—Many Activities of Recent Introduction.

By FRANK B. COOPER, *Superintendent City Schools, Seattle, Wash.*
[Department of Superintendence.]

The public-school system of Seattle, Wash., includes not only the kindergarten, elementary, and high schools, but it also includes the following schools and special classes, which vary in their character as the needs vary which created a demand for them:

1. The parental school—for boys and for girls who need guidance and training if they are to be saved from becoming delinquents.
2. Classes in the detention home for children who are under the care of the juvenile court.
3. Special schools for children who are retarded mentally.

4. Schools for the deaf and the blind.
5. Classes for overcoming speech defects.

6. Classes in the orthopedic hospital.
7. Part-time schools for workers under 18, who attend classes four hours a week.

8. Evening schools for both youthful and adult workers who are ambitious to advance.

9. Americanization classes (12 months in the year) for applicants preparing for naturalization as citizens.

10. Americanization classes for foreign mothers who desire to learn English and to know American customs.

11. Vacation schools for both elementary and high school students who want to earn advanced standing or to make up back work.

Instruction is provided in classes as follows:

12. Retail selling—with actual training in the stores.

13. Office practice—with actual work in school and business offices.

14. Newspaper writing.

15. Public speaking.

16. Poster making—as part of the training for commercial and business fields.

17. Design—in which the girls design and make their own dresses.

18. Household management—including sanitation.

19. Trade instruction—in day and evening schools.

20. Orchestra work—in both elementary and high schools.

21. Swimming—at the several beaches during the summer months.

The public schools supervise:

22. The social activities of boys and girls in the high schools through the boys' and girls' advisers.

23. The play and athletic games on the school playfields.

24. The school gymnasiums, which are open to day and evening school classes.

25. The athletic contests held among the different schools.

The public-school system maintains:

26. A garden department which provides for instruction in gardening and supervises the home gardens made by the children as well as several school gardens.

27. A child-study department for testing children to find natural ability and fitness for special kinds of work.

28. A corps of nurses who visit the schools regularly and the homes as needs arise.

29. School lunch rooms, where wholesome food is sold to pupils at cost.

The public-school system also maintains:

30. A vocational guidance and placement department, with skilled experts, who help students find the possibilities and openings for work in the different trades and professions. These experts help students also to determine their fitness for entering different lines of work offered. They find work for those who must work part time in order to complete their school courses and for those who have completed their courses and want to find places in the business or industrial world.

Some achievements for the betterment of conditions for teachers:

- A 12-installment plan of payment was adopted in 1907.

- Twenty days' half pay is allowed for absence on account of illness; two days' full pay for death in family; five days' full pay for absence on account of quarantine.

- Liberty to attend conventions and conferences of teachers without loss of pay.

- A mutual benefit association for the help of teachers absent from duty because of ill health.

- A retirement fund for teachers.

- Salary schedules with a minimum of \$1,500 for elementary-school teachers and \$1,800 for high-school teachers, the

maximum being \$2,100 for the elementary schools and \$2,400 for the high schools.

Due consideration of residence and preferences of teachers in making assignments.

Tangible Accomplishments of One System.

This account has been given with a view to setting forth as clearly as possible how one school system is seeking to fulfill the mission of the public schools. It is an attempt to give a true interpretation of its ideals and to approach an enumeration of its more tangible accomplishments.

SUPERVISION FOR GROWTH OF TEACHERS.

Plans Successful in New Mexico May Be Applicable to Other Sparsely Settled Communities.

By CASSIE R. SPENCER,
Rural School Supervisor, Otero County, N. Mex.

[Department of Rural Education.]

Opportunity to participate in making plans for school progress must be given to teachers if they are to attain fullest development. In New Mexico this problem causes much concern, since the isolation of schools makes frequent meetings impossible. We are attempting to formulate plans of supervision in Otero County which will be applicable to the rural schools of other Western States.

1. Each teacher is notified in advance of the visit of the supervisor that she may be ready with questions, problems for discussion, and classes which she wishes the supervisor to observe or teach.

2. Written recommendations based on the problems discussed are made at each visit. A copy is left with the teacher and one is kept by the supervisor. Thus consistent work may be done on a few outstanding problems during the year.

3. A questionnaire asking for criticisms and suggestions on the conduct of supervision is sent to each teacher during the latter part of the year to be returned unsigned.

4. A teacher's score card is given to each teacher and she is asked to use it occasionally in judging the efficiency of her own work.

5. Standard tests are given at the beginning and close of each school year, with published scores of all schools.

6. A rural school annual published by the county board of education gives a space to each school for a picture and a brief account of its achievements during the year.

7. Teachers' meetings and the yearly institute are so planned as to allow great opportunity for individual growth among teachers.

EDUCATIONAL GUIDANCE AND TESTS IN COLLEGE.

Tests More Useful for Prognosis Than for Diagnosis—Elaborate Tests for Entering Classes.

By STEPHEN S. COLVIN, *Director, School
of Education, Brown University.*

[National Vocational Guidance Association.]

Intelligence tests are at present employed very extensively for the purpose of educational prognosis and diagnosis. However, the value for diagnosis is decidedly less than that for prognosis. A carefully constructed and properly administered intelligence test will predict with a good deal of accuracy the probable success of a pupil in school, but it furnishes only a limited amount of information in regard to the detailed aspects of his mentality that in their sum constitute his total intelligence. Intelligence tests may be used to some extent, however, for the purpose of discovering an individual's capacities and also for the purpose of giving him advice in regard to his educational and vocational career. At Brown University intelligence tests are now used for this purpose.

The entering classes have been given rather elaborate mental tests during the last three years. In the fall of 1918 the Alpha Army tests and the so-called Brown University tests were given. The following year the Brown University tests and the Thorndike tests for college freshmen were administered, and during the present academic year these same tests have again been employed.

With this information at hand students are advised in regard to their selection of courses of study and their preparation for life careers. In this work of educational advice and direction the intelligence tests have been found particularly valuable in the following ways:

1. They show to some extent whether a student is better suited for a professional career or for business pursuits.
2. They indicate the type of mind that a student possesses.
3. At times they throw light on his home environment and his educational equipment.
4. They make possible a distinction between character qualities and mental alertness.
5. They sometimes reveal the presence or lack of scholarly ambitions and proper educational ideals.
6. They often show whether it is desirable for a student to continue in college or to withdraw.

7. The results frequently serve as an incentive to students to do work up to the level of their mental abilities.

Intelligence tests alone can never be used safely for prognostic or diagnostic purposes. They should be supplemented by all other data obtainable in regard to the individuals examined. In addition to intelligence tests, character tests and tests for special aptitudes are greatly needed. These latter tests have been attempted only here and there, but there is a reasonable prospect that satisfactory tests of this nature will ultimately be devised.

"HELPING TEACHERS" IN RURAL SCHOOLS.

Chosen by State Commissioner of Edu- cation—Work Under Direction of County Superintendents.

By RALPH DECKER, *Superintendent Sus-
sex County Schools, N. J.*

[Department of Superintendence.]

Helping teachers in New Jersey are a carefully selected group of rural-minded, well-prepared, carefully trained, tactful women, with broad vision and considerable practical experience in teaching and in supervising, especially in rural schools—teachers who can read human nature quickly, who know good work and good methods at sight, and who know how to secure that kind of work from their teachers, and who are not afraid of long hours of tiresome work.

They are selected by the commissioner of education and not by boards of education, and are responsible to and under the direction of the county superintendent with whom they work. They are relieved of all administrative work and responsibility, and their whole business is to help teachers, as their title suggests.

The helping-teacher movement has brought to the schools of New Jersey—

- (1) A democratic type of supervision;
- (2) a simplified type of organization and management;
- (3) an opportunity to teachers for professional growth;
- (4) it has aroused communities to their duty and their opportunities;
- (5) it has brought better equipment into our schools;
- (6) it has changed the status of the teacher, making her a true leader in the community;
- (7) it has made her more useful to the school and to the community;
- (8) it offers a good connecting link between the commissioner of education, the county superintendent, and the teacher and community;
- (9) it has shown what cooperation of all the school forces of the State, county, and locality will do.

AN EXPERIMENT IN CHILD PLACEMENT.

Mental Tests in Connection With Teachers' Marks More Reliable Than Marks Alone.

By R. A. KENT, *Superintendent of
Schools, Duluth, Minn.*

[National Society of College Teachers of Edu-
cation.]

In grades 4 and 6, special promotions were given as a result of tests to 78 pupils. Those pupils in the sixth grade with a mental age of 15 or more were promoted into the junior high school. In the junior high school each class was divided into four sections according to the ability indicated by the tests, grouping the children into the superior, normal, dull, and the mentally retarded.

Developments Prove Promotions Correct.

Five months after the children had been put into the new classes, their work was checked and showed the following significant facts:

1. Of the 78 pupils given special promotion, only 4 failed to receive a second promotion at the next regular promotion time.
2. The number of failures among the rest of the children was reduced one-half, from 38 to 18.
3. Marks which were given the children by the teacher showed that pupils who were indicated to be the brighter ones by the test, received the better marks in geography, reading, and arithmetic, three subjects in which particular study was made concerning this relationship, and, on the other hand, pupils of low intelligence received poor marks from the teachers.

Majority of Children Benefited.

4. Although many teachers were not in favor of the plan when it was begun, answers which they gave in writing at the end of the period showed that they believed that the change had made the discipline easier, had increased the interest in school work, and that the majority of children had been benefited.

5. Actual computation showed that according to the marks which all the children received, the work which they had been doing was better with the children of all degrees of intelligence except those children who were the brightest. They were not accustomed to doing as much work as their ability would indicate they should.

6. The use of such an intelligence test in connection with teachers' marks is far more reliable in putting children in the grades where they belong than are teachers' marks alone.

DEPARTMENT OF SUPERINTENDENCE, NATIONAL EDUCATION ASSOCIATION.

(Continued from page 1.)

department. He called attention to the growing attendance, which has already become undesirable. He emphasized the unwieldiness of the organization as at present constituted, and explained the difficulty of securing a meeting place with accommodations in any sense adequate. He recommended that a committee be appointed to study the question and that action be taken on its report before final adjournment. A committee was appointed, and its report was adopted the following morning without discussion. The report is presented in full in another column.

Rural education received especial consideration during the meeting. Both the first and the last of the general sessions were devoted to discussions of special importance in this field of activity.

In the opening session Will C. Wood, of California, pointed out the basic importance of rural welfare to National life, and deplored a tendency on the part of certain politicians to pay for the war by curtailing the educational opportunities of the children. Former Gov. Harding, of Iowa, with characteristic humor and sympathetic understanding, made another appeal for better schools for country boys and girls, for making teaching a profession, for increased salaries and better preparation for teachers, and for modern school plants in the open country.

Dr. W. C. Bagley warned against using the country people for the benefit and welfare of the city, and said that a narrow and overvocationalized curriculum for country schools was a step in that direction.

Supt. Decker, of Sussex County, gave a detailed account of the realization of the New Jersey plan for the supervision of rural schools, completing a strong program devoted to consideration of the boys and girls on the farms and in the open country.

The final session of the meeting, with equality of opportunity for the Nation's children as its keynote, was devoted to a presentation of the needs of education in the United States as conceived by the authors and promoters of the Smith-Towner bill and to an address by the Commissioner of Education, who spoke of the responsibility of the Nation for the education of its children.

Besides these general sessions, the Department of Rural Education, organized two years ago, presented two general and six sectional programs. These were at-

tended by from 50 to 300 persons, most of whom are actively engaged in one of the several fields of rural education.

Other general sessions were devoted to such topics as "The Best Use of a Superintendent's Time," "Ways to Improve Classroom Teaching," "Reports from School Systems," "Americanization," "The State of Education in America," and the like. These meetings, as well as those of the department sections, were well attended, and it was agreed that the programs were of more than usual helpfulness and timeliness.

Besides the large number of sectional meetings there were many "State breakfasts," rural, primary, and home-economics luncheons, alumni and other dinners which pleasantly diverted those in attendance and gave them an opportunity for reunion and exchange of ideas. Thirty-two such occasions were listed in a leaflet issued by the department of superintendence.

An announcement was made by Dr. Russell at the Teachers' College dinner concerning a new departure in that institution. Schools of experiment and research are to be conducted by Caldwell, Thorndike, and Strayer in the fields of schoolroom activity, psychology, and field service, respectively.

A luncheon given at the Hotel Shelburne by the International Kindergarten Union and the National Council of Primary Education jointly was attended by representatives of nearly every phase of the teaching profession. A roll call of the tables showed that more than half the States of the Union were represented.

There was a tendency to emphasize better teaching and ways of securing it, and less than usual was said about salaries. Sentiment seemed rather toward devoting future meetings to discussions of new and original lines of work, with less indulgence in what one speaker called "enthusiastic platitudes," addresses of welcome, and the like. Possibly the reorganization was a move in this direction.

At least 387 formal addresses were listed in the official program. This number does not include the "discussions" nor the "round table talks" nor the "conferences," of which there were many. The program contained 536 names. P. P. Claxton appeared in seven places, A. E. Winship in six, and Randall J. Condon in five. W. C. Bagley, S. A. Courtis, Fred

M. Hunter, Payson Smith, H. S. West, and John W. Withers each appeared four times. Twenty-three names appeared three times and 68 appeared twice.

The 55 departments, sections, organizations, and conferences whose meetings were included in the program were as follows:

Department of Superintendence, Superintendents of Cities over 450,000, Superintendents of Cities 250,000 to 450,000, Superintendents of Cities 50,000 to 250,000, Superintendents of Cities of Less than 50,000, National Council of Education, National Council of State Departments of Education, Department of Rural Education, Department of School Administration, Department of Vocational Education, American Home Economics Association, American School Citizenship League, Americanization and Citizenship Conference, Association of Departments of Education in State Universities and Land-Grant Colleges, Association of Principals of Schools for Girls, Association of Teachers of Crippled Children, Boy Scouts and Public Schools, Camp Fire Girls, City Training School Section, Commission on the Reorganization of Secondary Education, Community Center Section, Conference on Sex Education, Educational Press Association of America, International Kindergarten Union, Modern Health Crusade, National Association of Deans of Women, National Association of Directors of Educational Research, National Association of Supervised Student Teaching, National Association of High School Supervisors and Inspectors, National Association of Secondary School Principals, National Association of Teachers' Agencies, National Child Welfare Association, National Conference on Educational Method, National Congress of Mothers and Parent-Teachers Association, National Council of Administrative Women, National Council of Garden Teachers, National Council of Primary Education, National Council of Social Science Teachers, National Council of Teachers of English, National Council of Mathematics Teachers, National Federation of State Education Associations, National Society of College Teachers of Education, National Society for Study and Correction of Speech Disorder, National Society for the Study of Education, National Vocational Guidance Association, Physical Education Conference, Publishers Section, School Garden Association, Teachers' Council, Visual Education Conference, Association of Principals of Private Schools for Girls, Conference on Teachers' Certificates, Institute for Public Service, National Academy of Visual Instruction, National Association of Elementary School Principals.

SPECIAL PUBLIC SCHOOLS FOR CRIPPLED CHILDREN.

Education of Crippled Children is Not Philanthropy—Returns Are in Children's Usefulness in Happiness.

By JANE A. NEIL, *Principal Spalding School, Chicago, Ill.*

[Association of Teachers of Crippled Children.]

That the education of the crippled child is not philanthropy but enlightened self-interest was the conclusion of a famous English barrister many years ago. After 20 years of experimentation in the care and training of crippled children in the public schools, in close cooperation with the best social-service agencies of the city, Chicago has demonstrated that this statement is true; that in the usefulness and happiness of the children who pass through these schools the returns are beyond measure.

Instead of degenerating into helpless, morose, unhappy dependents upon friends and charity, they have the same educational advantages as any other children, and are rehabilitated according to the most scientific methods. The alumni of the schools number hundreds of young men and women carrying on successfully their share of the world's work.

At present Chicago has four centers caring for about 600 children: the Spalding, a unit building especially designed and equipped for crippled children, and at the Fallon, the Jahn, and the Sumner, well equipped and supervised departments.

The aim of the work in all is identical—to give every crippled child the best physical condition it is possible for him to attain; to give the best education it is possible for him to assimilate; to give the best place in the world's work he is capable of filling.

Gradually experience has developed three distinct but closely correlated departments in the schools—the physical care, academic preparation, and industrial training.

The physical care, which brings about results which are almost miraculous, is the result of cooperation between Chicago's famous surgeons, her generous hospitals, the Municipal Tuberculosis Sanitarium, board of health, Visiting Nurses' Association, and the schools conducted and financed by the board of education. Nothing stands between any child and scientific care but the refusal of his parents, which refusal is as rare to-day as a consent was six years ago, when the physical rehabilitation was first undertaken. An important part of our work is the education of the parents.

The academic work in these schools is graded and conducted upon the same standards as other elementary schools, and ungraded classes are maintained for high-school students unable to attend regular classes. Full commercial courses are offered.

The Spalding and Fallon have well-equipped shops for printing, cobbling, woodwork, sheet metal, sewing, cooking, millinery. The purpose of this work is not to train crippled children for manual labor, as we have demonstrated that a large per cent of our children can go to the regular high schools. Our industrial work is given for the same purpose that it is given in any other public or private school, but whenever possible we use it for the correction of deformities as a happy self-forgetful physical exercise.

There is no brighter, more hopeful spots in all Chicago's great school system than in its classes for crippled children, where, with deep understanding sympathy, specially chosen and trained teachers are trying to foster courage, will power, self-control, and self-forgetfulness in facing life's disappointments and handicaps.

CAMP FIRE PROGRAM OF DOMESTIC TRAINING.

Preparing Girls for Home Making and for Social Efficiency—Newest Methods Employed.

By LOTTA A. CLARK,
Boston (Mass.) Normal School.

[Camp Fire Girls.]

One of the good signs in education is the habit of diagnosis. The past five years have taught us to ask: "What is the matter and what can we do about it?" What the education of girls ought to be we can easily read in the women's problems of to-day.

Rich women are struggling as never before to get help in their homes. Poor women who must bear the burden alone are tired to death of the sickening round of housework. The pressing problem for girls then, rich and poor alike, is more successful home making or more social wreckage. The solution of this problem is education for domestic and social efficiency.

School education has its limits of possibility, and whether they have ever been approached or not, the greatest stress has been laid so far on the training for earning a living. Social and domestic education are strangely deficient. Yet even in Massachusetts nine-tenths of our girls marry. They have spent 12 years of school life to prepare themselves for 5 or 6 years of business or college, while they have prepared little if any for the 50

years more or less of home making which they are to follow afterwards.

The Camp Fire program is planned to train girls for home making and for social efficiency. The leaders realize that it is false reasoning to believe that because a girl marries she then knows how to make a home; or because a young wife has a child that she knows how to care for it. Instincts are strong, but trained efficient habits are safer. Thousands of homes are wrecked, thousands of babies die that could be saved easily.

Around the Camp Fires last summer 80,000 girls in the United States learned the secrets of health, happiness, and the art of simple living through their crafts. In teamwork with their comrades all this was done with joy. In the winter around the home fires the venture and the skill are still there. The symbols earned by progress in domestic, business, and social accomplishment preserve the inspiration. The council fire in the community preserves the comradeship and dignity of service extended into an ever-enlarging circle of friends and acquaintances.

When the comradeship exists between the older and the younger women the solution of the problem is complete. The simplified home making is skillfully robbed of its ache of drudgery, the children are cared for in a way that is an infinite relief to the older women and a source of learning and inspiration to the younger women, and all together they bring to the home altar the sacred gift of the finest effort to supply the needs there. Best of all, by such efficient management and cooperation, generous leisure hours are gained for recreation for old and young. Aspirations and half-forgotten dreams come true when dramatic entertainments are planned and given for Camp Fire or community.

The newest methods of teaching are the project and socialized recitation methods. The finest part of Camp Fire programs is that guardians and girls plan together what they will do, and what follows is "whole-hearted, purposeful activities in social environment." It is beyond question, then, that Camp Fire supplements the education of girls at the point most needed, and not yet sufficiently supplied by the schools, and does so according to the most up-to-date methods. It is easy to see why so many schools are making use already of Camp Fire work as a valuable and helpful asset to the school programs.

A grammar-school stadium, with a seating capacity of 27,000, is planned for the Chicago public schools. It is proposed that the new stadium will be built on an 80-acre tract on the west side.

MUNICIPAL REGULATION OF COMMUNITY CENTERS.

Complete Official Control is Stifling—Centers Must Not Run Amuck—Middle Course is Best.

By EDWARD M. BARROWS, *Director of Community Centers, New Bedford, Mass.*

[Community Center Section.]

"Who pays the piper shall call the tune" is true in the community center as in every other institution. Its existence depends upon its finances; therefore whatever controls those finances controls the center.

This means that if a city-financed community center saw fit to make any move which a possibly conservative municipal government opposed, the existence of a center would therefore be imperiled, since by shutting off its financial support a center may be effectively killed. If, however, a center is maintained on funds raised within itself, it follows that, within the limits of order and decency, the center could pursue any policy or any course that it wanted to.

No one believes that a community center should be allowed to run politically amuck without responsibility to the city or to public opinion. There must be some check by which its activities must be kept in line with the public good. On the other hand, absolute official control of a community center through a central government bureau has more than once proved stifling. A middle course is needed to which both the municipality and the neighborhood may harmonize and yet protect their own interests.

The city of New Bedford, which has been experimenting with this problem for more than a year, has developed a definite policy of the financial relation between a local community center and the municipal government. Through it the right of the neighborhood council to develop its own activities in the interests of its own neighborhood is recognized and at the same time the public need for keeping the work of individual community centers in line with a recognized policy is taken care of.

Under this arrangement the city provides light, heat, janitor service in a school building, and makes whatever improvements or alterations that are necessary to let a neighborhood council carry out its own plans. Then the council must finance the actual carrying out of its own work, whatever that work may be.

When the council in one center wanted to run neighborhood motion-picture shows, the city put the building in condition to comply with the State laws,

and the neighborhood council installed the machine, arranged its own program, and assumed complete responsibility for the whole enterprise.

If the motion-picture programs do not appeal to the neighborhood they will fall through lack of patronage. On the other hand, the neighborhood council is directly responsible to the city for the proper use of the hall. If either party to the arrangement refuses cooperation it would have to justify its stand to the public.

The same principle applies to all moneys raised for community center purposes in the neighborhood. The school committee rules provide that all money raised in school buildings must be applied to public purposes; but, subject to this rule, clubs and other organizations are given complete control over the funds which they raise themselves through the agency of the community center.

Each organization raises its own funds and has complete control of the funds that it raises, except that the money must be deposited with the department of community centers. A regular banking system is provided, through which different organizations deposit their funds with the department and check against their own accounts.

This insures a strict accounting of all club moneys, while it gives the organizations the control they need in building their own work in their own way. In the last year New Bedford's two community centers have raised and expended on themselves approximately \$2,000, exclusive of city support.

FREE LABOR argues that as the Author of man makes every individual with one head and one pair of hands, it was probably intended that heads and hands should cooperate as friends, and that that particular head should direct and control that pair of hands. As each man has one mouth to be fed, and one pair of hands to furnish food, it was probably intended that that particular pair of hands should feed that particular mouth—that each head is the natural guardian, director, and protector of the hands and mouth inseparably connected with it; and that being so, every head should be cultivated and improved by whatever will add to its capacity for performing its charge. In one word, free labor insists on universal education.—Abraham Lincoln.

BUSINESS COURSE WILL COST \$800.

Instruction in Sound Business Principles and Practice Worth Paying for At Full Value.

Business education at Harvard will cost more next year. Tuition in the Graduate School of Business will be \$400 a year instead of \$250, as in the past.

"We have business education at Harvard on a cost basis," said Dean W. B. Donham, "in the belief that it should be regarded as an investment which will ultimately pay good dividends in the form of increased earning power. A sound business education ought to be worth paying for at its full value. It is, perhaps, worth mentioning two facts with reference to this increase," continued Dean Donham. "First, business training takes less time after a college course than either legal or medical training. The time element is even more important to the prospective student than the annual expenditure. Moreover, the \$800 which will now be the total cost of the 2-year business course at Harvard is less than that necessary for securing a longer legal or medical training. Second, this increase in tuition fees simply readjusts the tuition to the change brought about by the depreciation of currency."

NEW ADMISSION PLAN FOR YALE COLLEGE.

Requirements for admission should be such that they can be met by every honor pupil in every good high school is the view of the board of admissions of Yale University. Candidates for admission to that institution will, therefore, be examined hereafter on the basis of their senior class work in the accredited schools from which they came.

No lowering of standards is contemplated, but it is expected to make the transition easier from the public schools to the university.

The new plan is thus described by Prof. Robert N. Corbin:

"Upon the recommendation of his principal or head master a candidate whose school record shows that he has completed with certificate grades in an accredited secondary school a 4-year course covering the subjects required may gain admission to college by passing examinations in those four subjects in the following list which most nearly correspond with the work of the regular school curriculum for the senior year: English (comprehensive) and three of the following: Greek, history, Latin, mathematics, modern language, science."

NEWTON PLAN OF GRADING TEACHERS' SALARIES.

Only Practical Measure of Teachers' Worth Is Cost of Such Service as She Renders.

By U. G. WHEELER, *Superintendent of Schools, Newton, Mass.*

[Department of Superintendence.]

The Newton plan of grading salaries, inaugurated some years ago by Dr. Spaulding, is founded on the double and apparently self-evident proposition that there is a considerable variation in the worth of different teachers, and that a teacher should be paid exactly what her services are worth. Said Dr. Spaulding, "The only practically applicable measure of any teacher's worth is the cost of such service as she renders. How much will it cost to fill the teacher's place? For how much can we secure a teacher as good, should the place become vacant? Length of service is not merit. Faithfulness, conscientiousness, loyalty, and hard work are most commendable characteristics; but, alone, these characteristics can not be made the basis of an increase in salary, for we demand all these qualities, and many more like them, of every teacher whom we employ at any salary."

Upon this creed was founded the much discussed "merit system" of Newton. Briefly, it was as follows:

It had but one constant factor and that was a so-called "regular" salary. This was fixed at a figure about equal to the salary necessary, at that time, to secure and retain a teacher of such recognized ability that she would unquestionably be placed on the permanent list. All teachers then in service who had been in the system three years or more were given or promised this regular salary, and no teacher was continued beyond the three-year limit who, in the judgment of principals, supervisors, and superintendent, was not worth this stated amount. Beyond this "regular" salary all teachers might hope to advance. No stated annual increment was promised, and no final maximum was fixed. Every advance was granted strictly on merit, and varied in amount according to the degree of efficiency the teacher was judged to possess. It is obvious that in time there resulted considerable variation in the higher salaries paid, and many teachers of long experience were not advanced beyond the regular, fixed salary. New teachers were given an initial salary according to experience and estimated worth, but never in excess of the so-called "regular" salary. Their advance to the regular salary, or beyond, was reasonably certain,

for otherwise their places would be filled by more promising teachers.

There is only one constant factor in the scheme—the so-called "regular" salary. Suppose we place this at \$1,600. All teachers in the system are immediately given or promised this amount. New teachers begin at from \$1,200 to \$1,600, according to training, experience, and estimated worth, and none are permanently retained who, in three years' time, are not rated as \$1,600 teachers. All may aspire to an unnamed and unknown amount beyond the \$1,600, the rate of increase and ultimate salary in each case depending solely upon merit as judged by administrative and supervisory officers.

NATIONAL ASSOCIATION OF ELEMENTARY PRINCIPALS.

Elementary school principals have formed a national association of their own, to be affiliated with the National Education Association. The officers are: President, Leonard Power, Port Arthur, Tex.; vice presidents, Katherine D. Blake, New York City; Ide G. Sergeant, Paterson, N. J.; and J. M. Kneisley, Seattle, Wash.; recording secretary, Mary W. Reisse, Philadelphia; corresponding secretary, J. Bracken, Duluth, Minn.; treasurer, Courtland V. Davis, Norfolk, Va. Thomas Agnew, of Bayonne, N. J., is chairman of the program committee.

The officers of the Department of Superintendence elected for the coming year under the new rules are: President, R. M. Jones, city superintendent, Cleveland, Ohio; first vice president, Will C. Wood, superintendent of public instruction for California; second vice president, E. C. Broome, city superintendent, Philadelphia, Pa.; treasurer, I. B. Bush, city superintendent, Erie, Pa.; executive committee, Jesse H. Newlon, Frank Cody, Randall J. Condon, and J. H. Beveridge.

Support of the Smith-Towner bill to create a Federal department of education and efforts to obtain the passage of the bill in Congress are the objects of an organization formed recently. A. Lincoln Filene, of Boston, is the head of the organization, and William C. Redfield, former Secretary of Commerce, is treasurer.

"The National Conference on Educational Method" was organized as "a permanent society for the study and promulgation of educational method." William H. Kilpatrick, of Teachers' College, Columbia University, is chairman, and James F. Hosié, of Chicago Normal College, is secretary.

MENTAL TESTS IN VOCATIONAL GUIDANCE.

Unjustified and Unscientific Claims Are Hurtful, but Substantial Progress Has Been Made, Nevertheless.

By W. M. PROCTOR,
Professor of Secondary Education, Stanford University.

[National Vocational Guidance Association.]

We are in the early stages of experimentation in regard to the use of mental tests in vocational guidance. Half-baked psychologists, who claim to be able to chart minutely the aptitudes of people so that they can be properly labeled and pigeonholed for future vocational reference, have greatly hindered the movement. But substantial progress has been made in ability to discover individual levels of intelligence by means of psychological tests.

To Discover Occupational Intelligence Levels.

The next step in advance must be in the discovery of occupational intelligence levels. The Army division of psychology made a start in this direction. Nearly 2,000,000 men were examined on the Army Alpha scale. Some 40,000 of these test scores were distributed according to the occupations of the men tested. Common laborers made a median score of 35 out of a possible 212 points; the median for semiskilled laborers was 42; for skilled laborers, 61; for clerical and business workers, 96; and for professional workers, 140. These results are suggestive of the possibility of discovering approximate intelligence levels for the various occupations.

The Speaker has applied the Alpha group test to 930 California high-school pupils and found that according to the above medians for occupational groups, from 15 to 30 per cent of the high-school pupils were ambitious to enter occupations for which they were probably not fitted on grounds of mental ability. With knowledge of mental ability in his possession the vocational adviser could give much sounder vocational advice.

Counselor Deals with Probabilities Only.

Improvement in methods of discovering individual mental ability and the establishment of approximate intelligence levels for different occupations will materially aid the vocational counselor in his work. The counselor, however, needs to realize clearly that he is dealing with probabilities and not with certainties; above all, that he is an advisor and not a dictator.